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ABSTRACT

A survey questionnaire was sent to speech instructors at 55 public and private community and junior colleges in Illinois to determine the status of small group discussion instruction and curricula. In addition, careful examination was given to course catalogs and general sources that have a direct relationship to the community and junior colleges in Illinois. Results indicated that (1) a group discussion course was offered in 52% of the community and junior colleges, while the remaining 48% have no type of small group course; (2) all of the colleges offering a small group discussion course listed it as part of a specific department; (3) the most significant areas of the course were problem solving techniques, leadership, decision making, group processes, and observation and evaluation; (4) of the textbooks identified, the E. and N. Borman, J. Brilhart and the B. Patton and K. Griffin texts were the most popular; and (5) all instructors responded that students were provided with an explanation of the theory, concepts, and processes of small group discussion during the basic course, as well as participating in discussions during class time. (HOD)

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THE STATUS OF SMALL GROUP DISCUSSION INSTRUCTION AND CURRICULA IN THE ILLINOIS COMMUNITY AND JUNIOR COLLEGES

by

Frank E. Parcells

M.S., 1979
Southern Illinois University at Carbondale

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April, 1979

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PART I
INTRODUCTION

Purpose of the Study

There has been very little nation-wide research conducted in the area of small group discussion instruction and curricula at the community and junior college level and, within the state of Illinois, research of this type is completely non-existent. The Illinois Community College Board lists an estimated 1977-78 enrollment, including both full and part time, credit and non-credit students, of 533,715. Of this amount, 333,715 students were enrolled in credit classes on a full or part time basis.[1] Since the Illinois public and private community and junior colleges are together responsible for the education of more than 330,000 credit enrolled students, research dealing with the status of small group discussion at the community college level in Illinois is a highly relevant part of the total higher education spectrum.

Organization of the Study

This report deals, specifically, with the status of small group discussion instruction and curricula in the community and junior colleges within the state of Illinois. More specifically, it is divided into three parts: First, this introduction; second, an examination of the current

condition and the development of the small group discussion course in Illinois community and junior colleges including its educational program placement, instructional methods and materials, content areas, and faculty competence; and, third, the conclusion, summarizing the data presented and its community and junior college educational significance and implications for the state of Illinois.

Statistical Information and Sources

The sources of statistical information in this report are three-fold: First, the Group Discussion Survey questionnaire sent to fifty-five public and private, community and junior colleges in Illinois; second, careful examination of many current catalogs of the Illinois two-year institutions; and, third, general sources that have a direct relationship to the community and junior colleges in Illinois (i.e., the Illinois Community College Board, etc.). All statistical information presented in figures and tables will be identified by specific reference to one of these three sources.

The Group Discussion Survey questionnaire used in this project (See Appendix A for a complete copy of this instrument) was sent to fifty-five public and private, community and junior colleges in the state of Illinois (See Appendix C for a specific listing of these community colleges). Of the fifty-five institutions polled, forty replied for a response rate of seventy-three percent. This questionnaire and the examination of many, current

Illinois community and junior college catalogs will be the source of all information presented, unless otherwise noted.

General Information and Assumed Terminology

All information from the Group Discussion Survey questionnaire was solicited from an Illinois community and junior college instructional perspective. The appropriate faculty member responsible for the school's small group discussion course (i.e., usually the Speech or Speech Communication instructor) at each institution responded to this questionnaire.

It will be assumed that all references to community colleges, junior colleges, institutions, schools, two-year institutions and colleges are intended to refer to the public and private, community and junior colleges in the state of Illinois. Also, any reference to introductory, basic, small group, group, discussion or group discussion course refers to the community college, small group discussion course.

Only one of the six private, two-year institutions in Illinois (i.e., Lincoln College) reported offering a course in small group discussion. Thus, all information about community colleges offering such courses applies, almost completely, to the public community colleges in Illinois.

PART II
SMALL GROUP DISCUSSION COURSES IN ILLINOIS COMMUNITY COLLEGES

Course Definition and Current Condition

For this study, a group discussion course is defined as the study of small groups and discussion, through varying degrees of conceptual explanation and experiential participation, intended to assist the student, pragamatically, in social and occupational situations.[2] This definition was developed by consolidating the major ingredients of the group discussion course descriptions from several Illinois community college catalogs.

A group discussion course is offered, currently, in twenty-one (52%) of the community and junior colleges that responded to the survey, while the remaining nineteen institutions (48%) have no type of small group course (i.e., group discussion course). Only one of the six private, two-year institutions responded as offering a small group discussion course. Lincoln College reported offering such a course, while Springfield College in Illinois, Mallinckrodt College, MacCormac College, Felician College, and Central YMCA Community College either did not respond to the instrument or responded negatively.

The small group discussion course is established in just more than half of the community colleges; however, the

private junior colleges and a substantial number of public community colleges have not yet developed a very diverse speech communication curriculum (i.e., including the group discussion course).

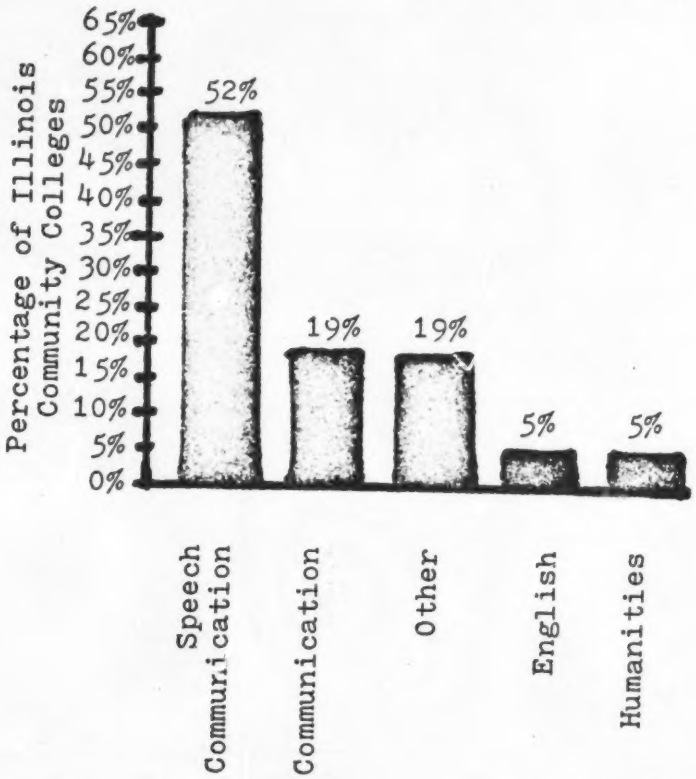


Figure 1. Community College Departments Listing The Group Discussion Course

Source: Group Discussion Survey questionnaire.

All of the colleges offering a small group discussion course list it as part of a specific department. The most frequently reported department was the Speech Communication heading (including the Speech label) with eleven institutions (52%). Four schools (19%) utilize the heading of Communication,

while four colleges (19%) use a variety of listings categorized as "other" (See Figure 1 on page 5 for a complete listing of departments). It was assumed, originally, on the questionnaire that some community colleges would offer group courses under the heading of Psychology. However, the departments of Speech Communication (including the Speech listing) have the major responsibility for group instruction in the community colleges.

Most of the community colleges (13 institutions or 62%) refer to the basic course (i.e., course in small group discussion) as Group Discussion (See Table I, below, for other course titles).

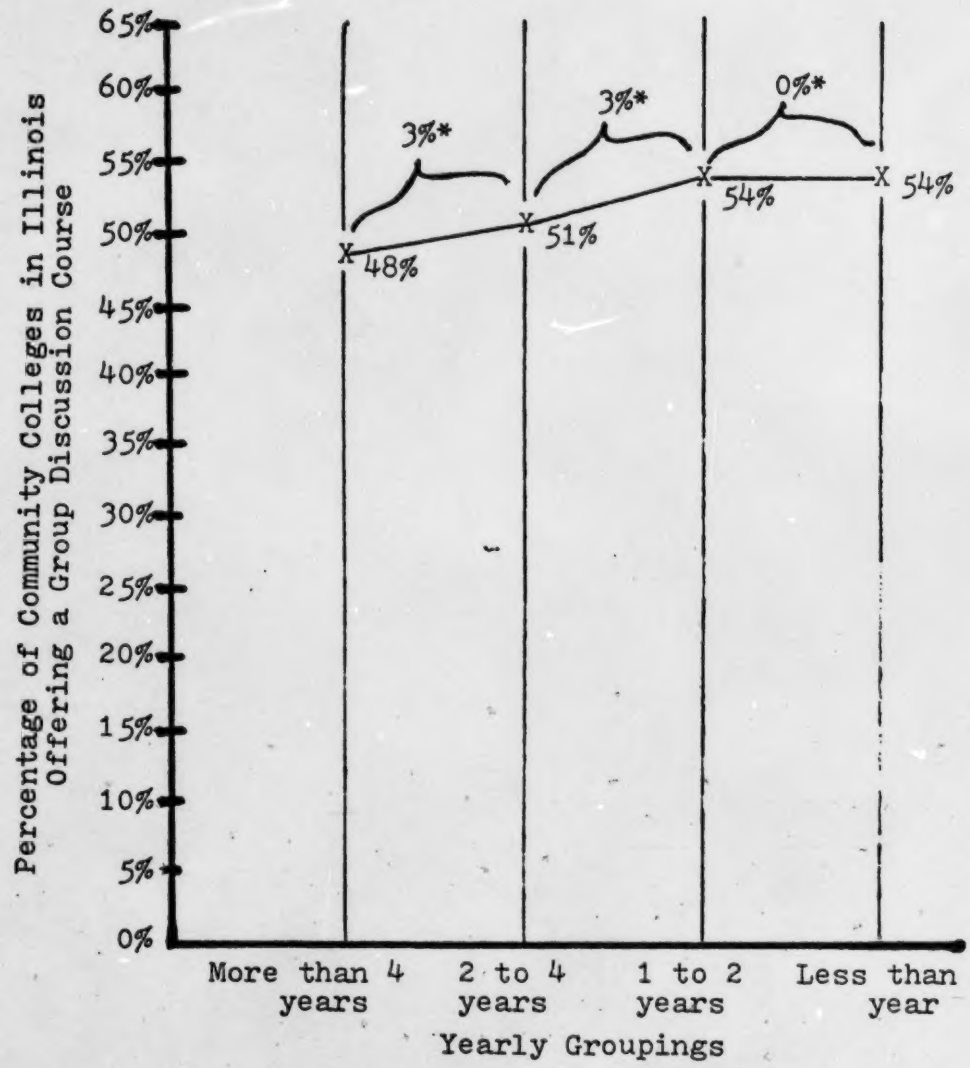
TABLE I
ILLINOIS COMMUNITY COLLEGE GROUP DISCUSSION
COURSE TITLES

Course Titles	Number/Percent of Schools
Group Discussion	13 (62%)
Discussion	2 (10%)
Group Discussion and Conference Leadership	2 (10%)
Group Processes	1 (5%)
Discussion and Debate	1 (5%)
Introduction to Group Discussion	1 (5%)
Discussion and Group Conference	1 (5%)

Source: Group Discussion Survey questionnaire

Course Development

The majority of the group discussion courses offered today (19 institutions or 90%) were in existence prior to four years ago. The only increases were the additions of one institution (3%) offering the course two to four years ago and one to two years ago, respectively. These increases were over the nineteen institutions having the course for



*Denotes the percentage of yearly grouped increase of community and junior colleges in Illinois offering a group discussion course.

Figure 2. The Development of Group Discussion Courses in Illinois Community Colleges

Source: Group Discussion Survey questionnaire.

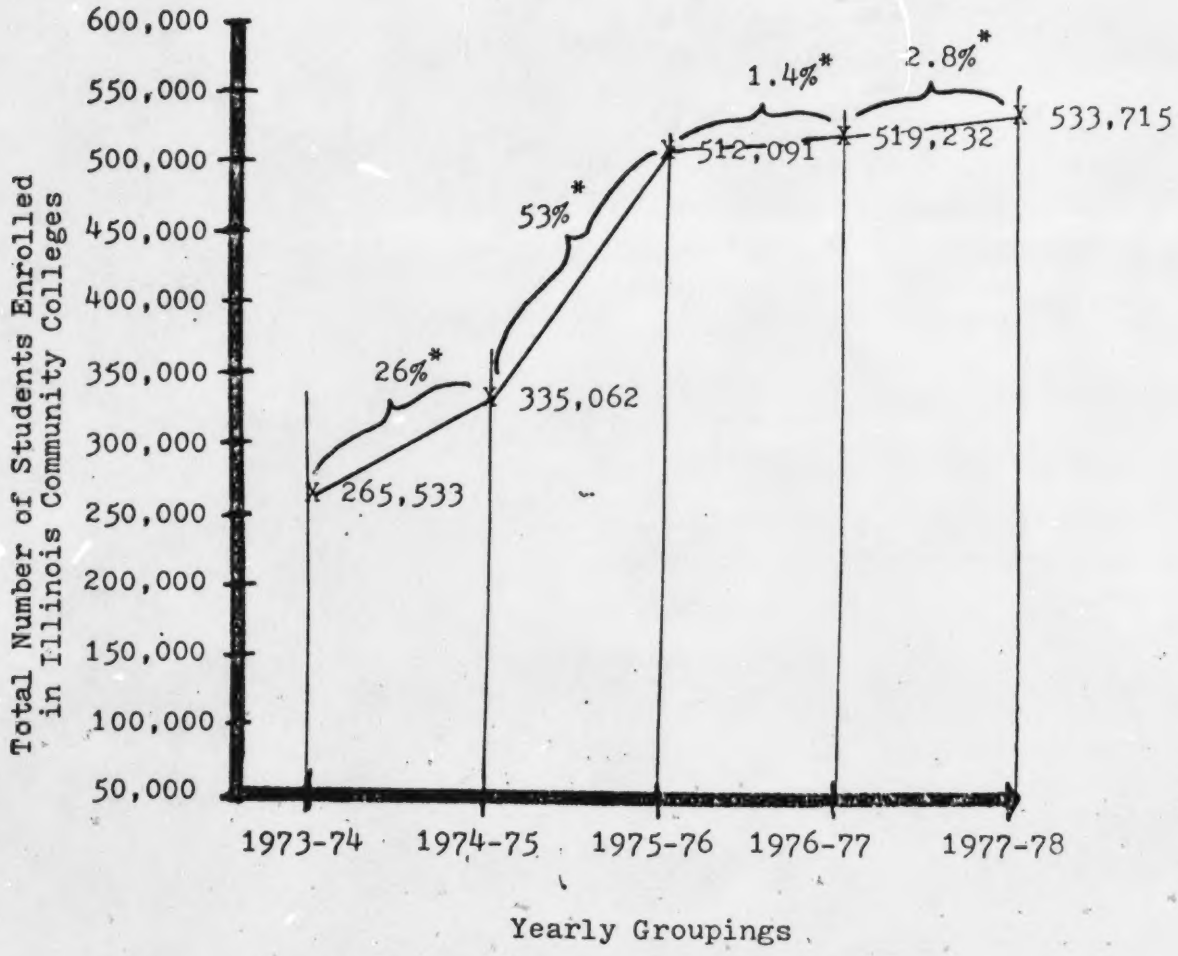
more than four years and the twenty institutions having the course from two to four years. Increases in the community

colleges offering the group discussion course were minimal (3%), and no two-year institutions have added such a course in the past year.

There has been a steady increase in student enrollment in the Illinois public community colleges over the past four years. The most drastic increase was between the 335,062 students attending these institutions in 1974-75 and the 512,091 student enrollment in 1975-76. This was an increase of 177,029 students (53%), which is unparalleled in Illinois public community and junior college history. Progressing yearly increases have shown steady, but insignificant, gains in student enrollment.

The 53% increase in student enrollment between the 1974-75 and 1975-76 school years can be attributed to the phenomenal numbers of participants in the adult-continuing education and public-community service programs in 1975-76. These offerings increased from 78,237 individuals in 1974-75 to 195,215 people in 1975-76. This yielded a highly significant increase of 116,978 participants (60%). Steady, but not nearly so substantial, increases were also noted in student enrollment in baccalaureate-oriented, developmental and, particularly, vocationally-centered education programs. Both full and part time student enrollments increased steadily (See Figure 3. on the next page for specific yearly increases).[3]

The development of group discussion courses in public community colleges was slightly greater than the student



*Denotes the percentage of yearly increase in the total student enrollment in the Illinois community colleges.

Figure 3. The Growth of Student Enrollment in Illinois Community Colleges

Source: Illinois Community College Board. Public Community Colleges in Illinois, (Springfield: I.C.C.B., 1977), p. 2.

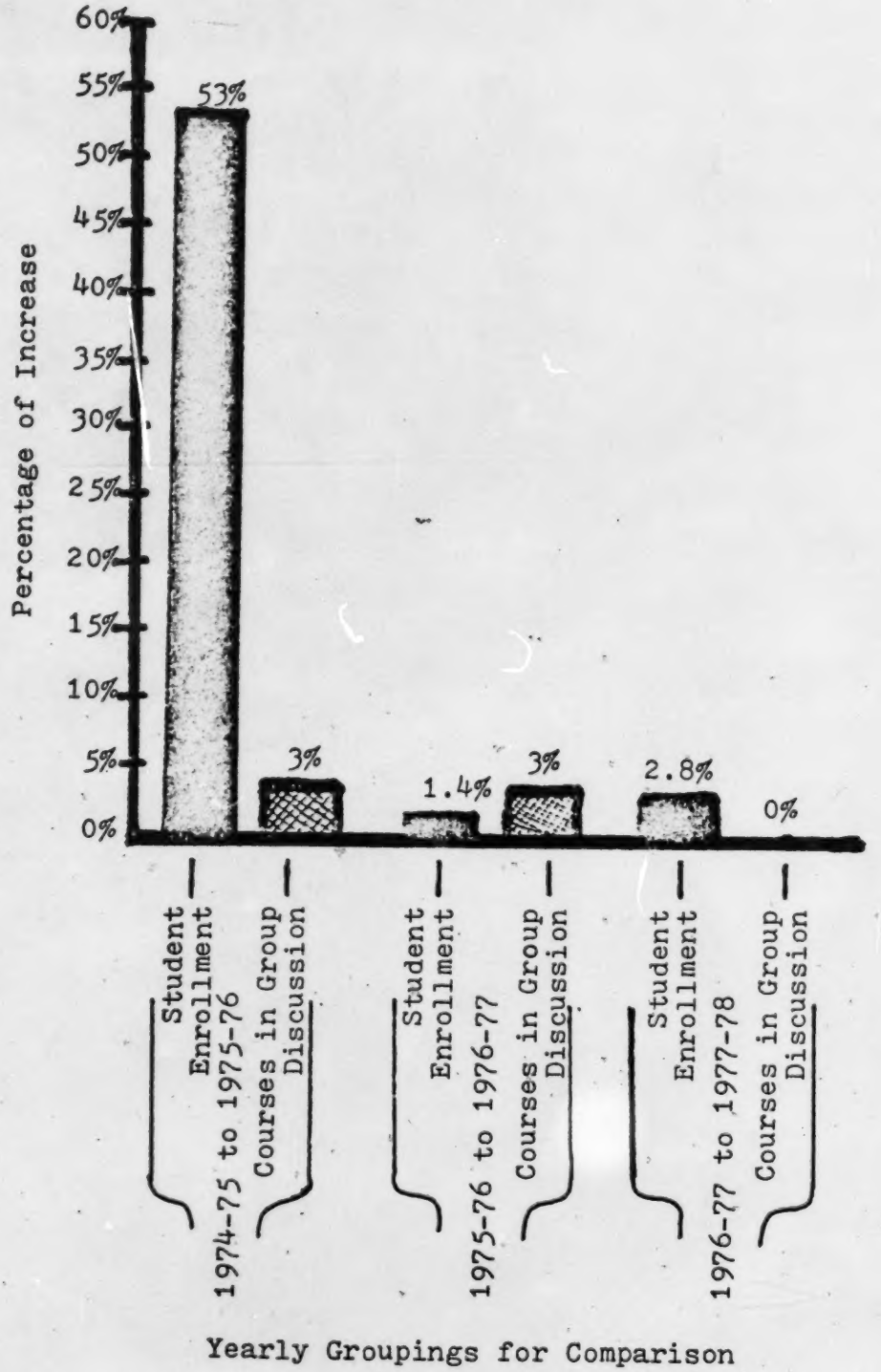


Figure 4. The Relationship of the Growth of Student Enrollment to the Development of Group Discussion Courses in Illinois Community Colleges

Sources: Group Discussion Survey questionnaire.
Illinois Community College Board. Public Community Colleges in Illinois, (Springfield: I.C.C.B., 1977), p. 2.

enrollment increase between the 1975-76 and 1976-77 school years. However, there was no increase at all in course development between the 1976-77 and 1977-78 school years. The tremendous increase in the 1975-76 student enrollment over that of the 1974-75 school year (53%) highly overshadowed the corresponding increase (3%) in the development of small group discussion courses. Since this tremendous increase (See Figure 4. on page 10 for more specific information), the development of small group discussion courses in the Illinois community colleges has been slow and kept pace, inadequately, with the increasing student enrollment.

Content Areas of the Group Discussion Course

The Group Discussion Survey questionnaire asked each course instructor to recognize each unit area of concern and attention of instruction in the basic course. These areas will be referred to as content areas of the group discussion course. The most significant areas of the small group course, comprising this description, are:

1. Problem-solving techniques,
2. Leaderhsip
3. Decision-making,
4. Group Processes, Theory and Concepts, and
5. Observation, Evaluation and Criticism.

Content areas categorized as "other" included: for

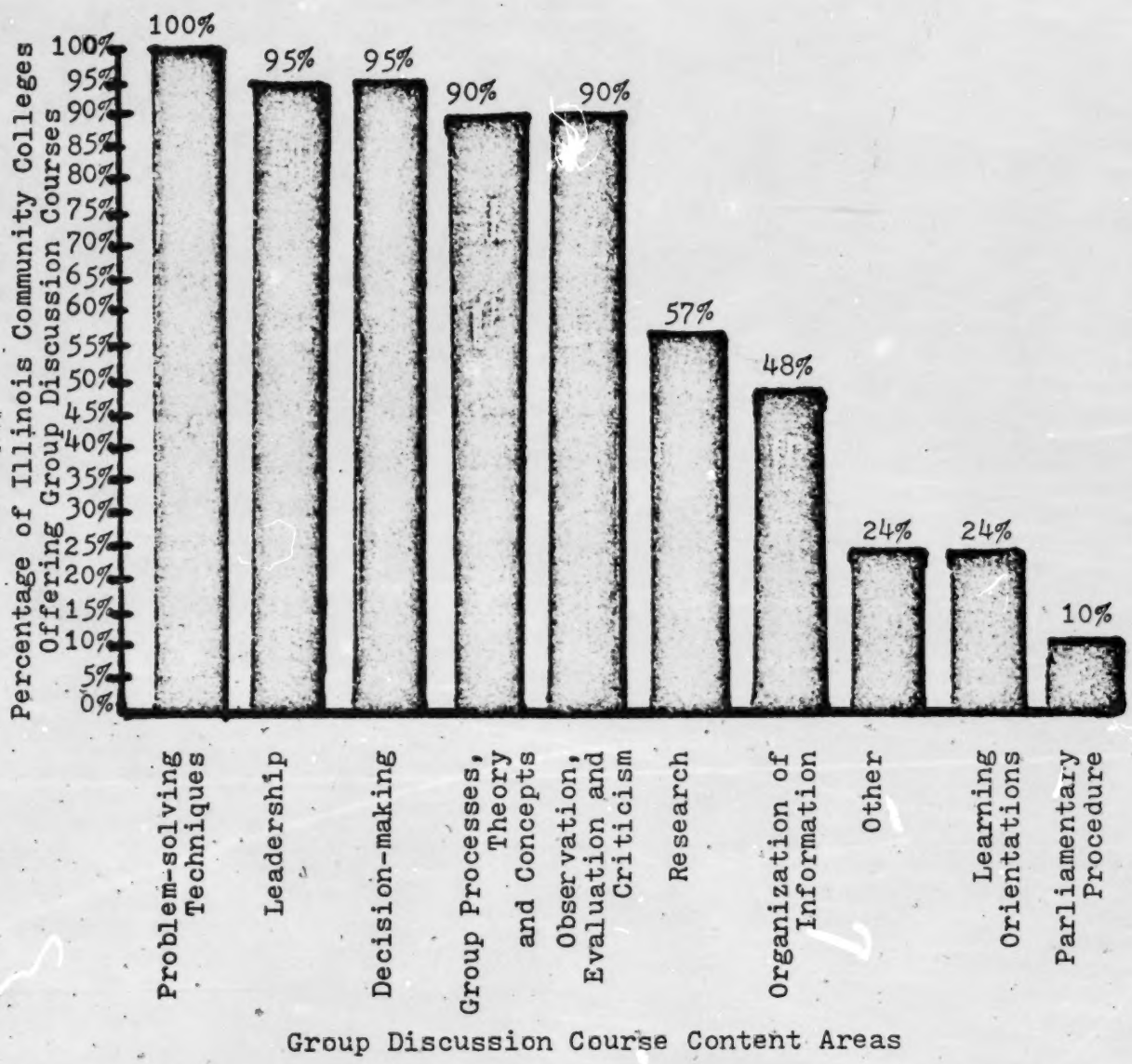


Figure 5. The Percentage of Attention Devoted to Content Areas of the Group Discussion Course in Illinois Community Colleges

Source: Group Discussion Survey questionnaire.

example, Listening, Interpersonal Elements, and Rules, Norms, and Conflicts (See Figure 5. on page 12 for more specific information). Parliamentary Procedure is an area of little attention and concern with only two schools (10%) reporting its inclusion in the course. This is in line with the compilation of course descriptions which formulated this study's working definition of the community college small group discussion course (See page 4 for more information in reference to this definition). This definition suggest that a major, desired outcome of this course is the development of practical small group discussion skills from a social and occupational standpoint. Skills involving Parliamentary Procefure are not essential under this premise; however, the lack of attention to Learning Orientations (5 institutions or 24% offer such a unit) is surprising. Again, applying the working definition of the community college course, Learning Orientation skills are "highly practical" for the student. The omission of such units in many courses must be questioned. The Learning Orientations could help to develop, further, the student's classroom discussion habits--questioning, participating, etc.--and, thus, aid in his/her learning.

The content areas of the community college small group discussion courses, as identified by the instructors, appear to meet the course goals as established by this study's working definition. However, the poor representation of Learning Orientations (5 institutions or 24%), suggests an inconsistency with the course goals of practical student application.

Course Placement Via Educational Program

The group discussion course is utilized, primarily, through the baccalaureate-oriented educational program, which serves the expressed purpose of preparing students in the community college setting to transfer to senior institutions. The baccalaureate-oriented program accounts for eleven of the small group offerings (52%). Many community colleges use the group discussion course to function for a variety of purposes, simultaneously: vocational-occupational, transfer, and meeting general education requirements. This combined program purpose is used by sixteen schools (43%). Five colleges (24%) use the course as part of their general education program and none of the two-year institutions use the course for just the vocationally-centered program (See Figure 6. on page 15 for more specific information).

Speech Communication (including the Speech heading) is the department most often listing the basic course and the course is significantly transfer oriented. There are really no other figures comparing educational programs to the department offering the basic course which are of any major importance (See Table II, below, for complete information).

TABLE II
THE RELATIONSHIP OF EDUCATIONAL PROGRAMS TO THE DEPARTMENT OFFERING THE GROUP DISCUSSION COURSE*

Department of Group Discussion Course	Education Programs			
	Baccalaureate	Combined	General	Vocational
Speech	7 (33%)	3 (14%)	3 (14%)	0
Communication	2 (10%)	3 (14%)	0	0
Other	0	3 (14%)	0	0
English	1 (5%)	0	1 (5%)	0
Humanities	1 (5%)	0	1 (5%)	0

*The variance between the number of departments listed as having the basic course in this figure and the number listed in Figure 1. (See page 5) is explained by the fact that several institutions listed more than one type of educational program for the same course.

Source: Group Discussion Survey questionnaire.

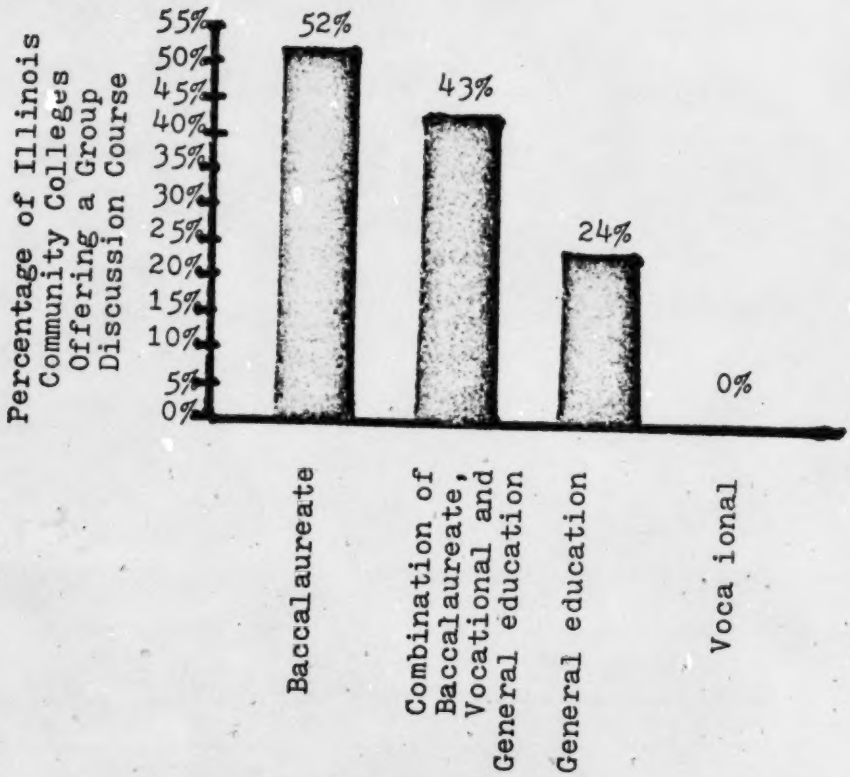


Figure 6. Group Discussion Courses in Illinois Community Colleges Via Educational Programs

Source: Group Discussion Survey questionnaire.

Instructor Status and Competency

Most community college basic course instructors have taught the group discussion course for more than four years

(15 instructors or 71%) (See Figure 7. on this page for more specific information). An unusually high number of instructors were hired from two to four years ago (4 instructors or 19%), since only one college added a group discussion course during that same time period (a 3% increase over the previous year). This factor can be attributed to any number of pehnomena, such as: faculty retirement, institutional enrollment increased causing additional staff requirements, etc. However, the instructional staff increases between the 1974-75 and the 1976-77 school years (4 instructors or 19%) were far greater than the number of two-year institutions establishing a group discussion course (1 college or 5%) (See Figures 2. and 4. on pages 7 and 10, respectively, for more information).

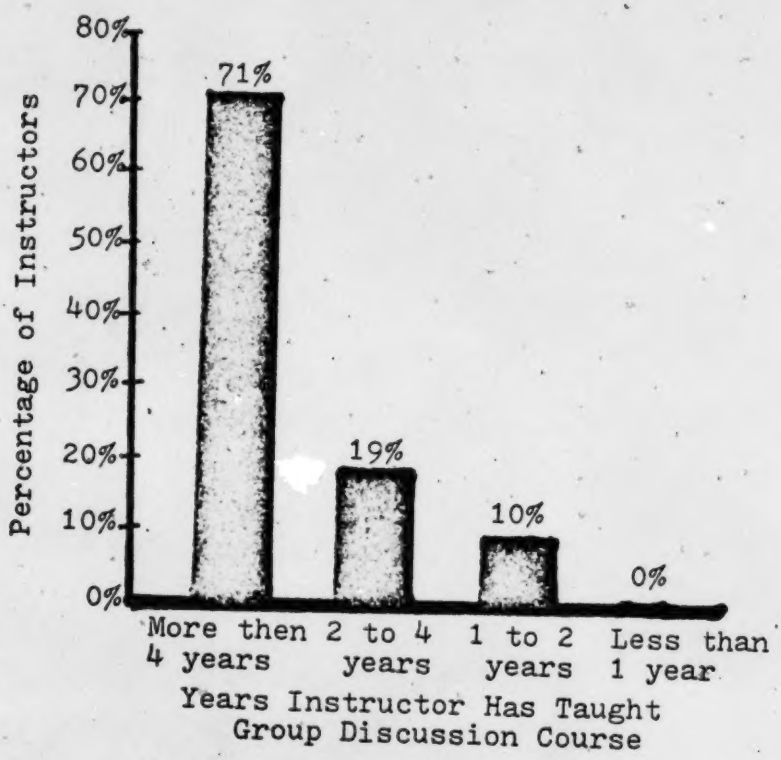


Figure 7. Percentage of Instructors by Years Teaching the Group Discussion Course in Illinois Community Colleges

Source: Group Discussion Survey questionnaire.

Each small group instructor's preparation for teaching the basic course was reported by self-rating (See Figure 8. on page 18, for complete responses). Most of the instructors (20 of them or 95%) felt that they demonstrated expertise in the field of speech communication, and sixteen instructors (76% of them) also stated that they had expertise in group discussion. Only one instructor (5%) admitted that he/she was a current faculty member with no formal training and only a special interest in small group discussion. Four instructors (19% of them) claimed expertise in psychology as a further basis for group discussion teaching.

Methods of Instruction, Instructional Aids, and Student Evaluation

Instructors identified the textbooks they used in their group discussion course. The Borman, Brilhart and the Patton and Giffin texts were the most popular, with three instructors using each text (14% for each textbook) (See Table III on page 19 for more specific information).

Eighteen instructors (86%) reported using instructional aids, beyond a textbook, in the basic course, while only three instructors (14%) did not. Of those eighteen teachers using additional instructional aids, eleven (52% of them) used both videotape and either overhead or opaque projectors (See Figure 9. on page 19 for more specific information).

Instructors responded, unanimously, (21 instructors or 100%) that students participated in class discussions

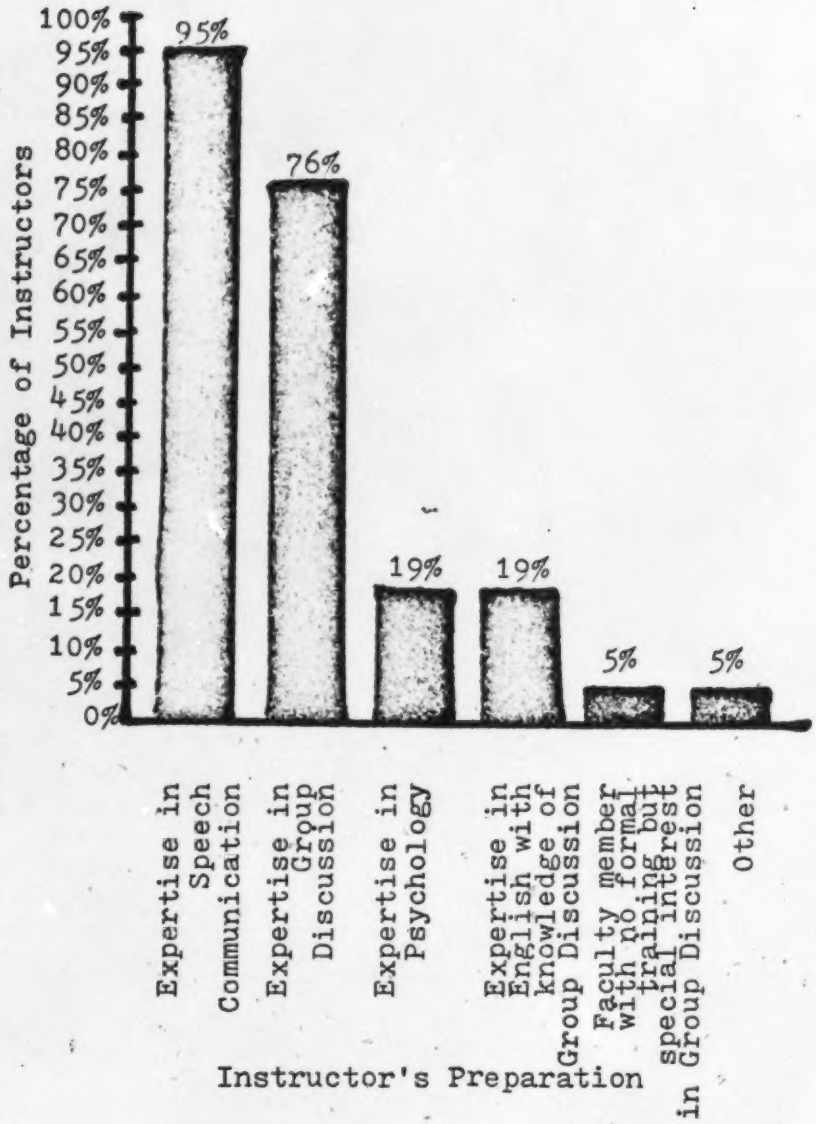


Figure 8. Percentage of Group Discussion Instructors at Levels of Educational Teaching Preparation in the Illinois Community Colleges

Source: Group Discussion Survey questionnaire.

TABLE III
TEXTBOOKS USED IN GROUP DISCUSSION COURSES
IN ILLINOIS COMMUNITY COLLEGES

Author, Text, and Edition	Number/Percent of Schools Using The Textbook
Ernest Borman and Nancy Borman, Effective Small Group Communication, 3rd Edition	3 (14%)
Ernest Borman, Discussion: A Guide to Effective Practice, 2nd Edition	3 (14%)
John Brilhart, Effective Group Discussion, 3rd Edition	3 (14%)
Bobby Patton and Kim Giffin, Decision-Making Group Interaction, 2nd Edition	3 (14%)
R. Victor Harnack, Thorel Fest and Barbara Jones, Group Discussion: Theory and Technique, 2nd Edition	1 (5%)
Halbert Gulley and Dale Leathers, Communication and Group Processes, 3rd Edition	1 (5%)
Others	7 (33%)

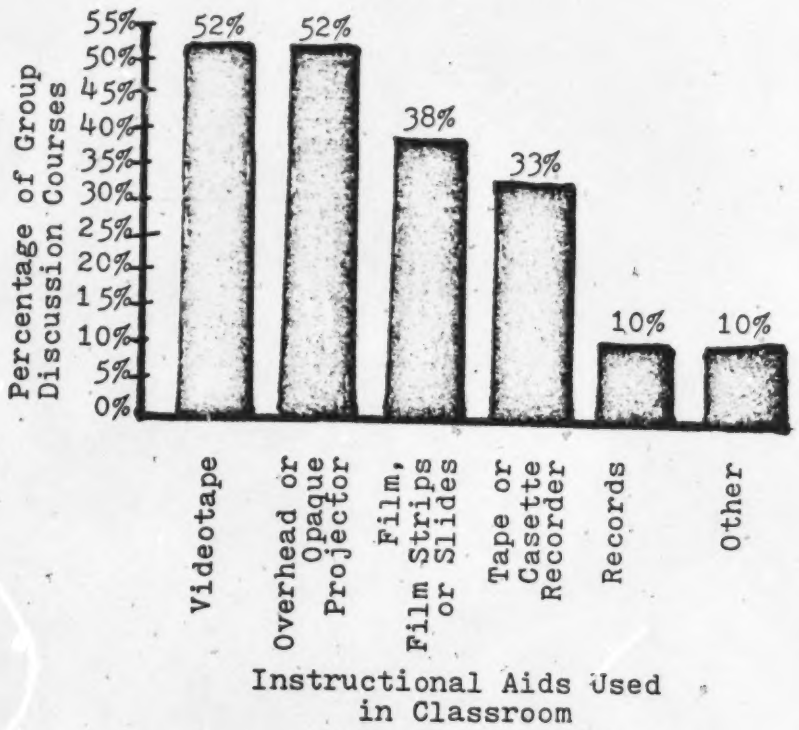


Figure 9. Percentage of Group Discussion Course Instructors Using Various Instructional Aids

Source: Group Discussion Survey questionnaire.

during the basic course. Most of the students spend from 50 to 75% (in twelve courses or 57%) of their class time in active discussions (See Figure 10. on this page for more specific information).

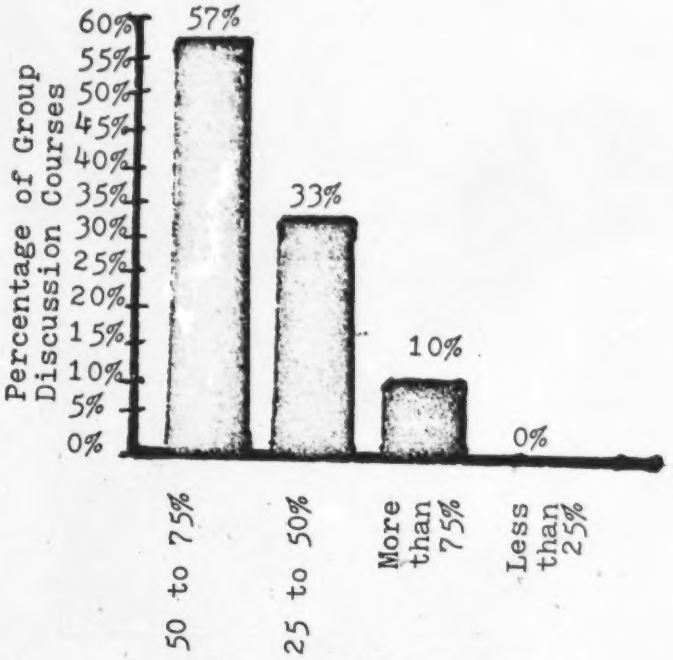


Figure 10. Percentage of Course Time Students Spend in Active Class Discussion

Source: Group Discussion Survey questionnaire.

All twenty-one instructors (100% of them) reported that students are provided with an explanation of the theory, concepts and processes of small group discussion during the basic course. The most utilized methods of providing this explanation are: for example, lecture by instructor (21 courses or 100%), text readings (20 courses or 95%), and

class discussion (19 courses or 90%) (See Figure 11, below, for more specific information).

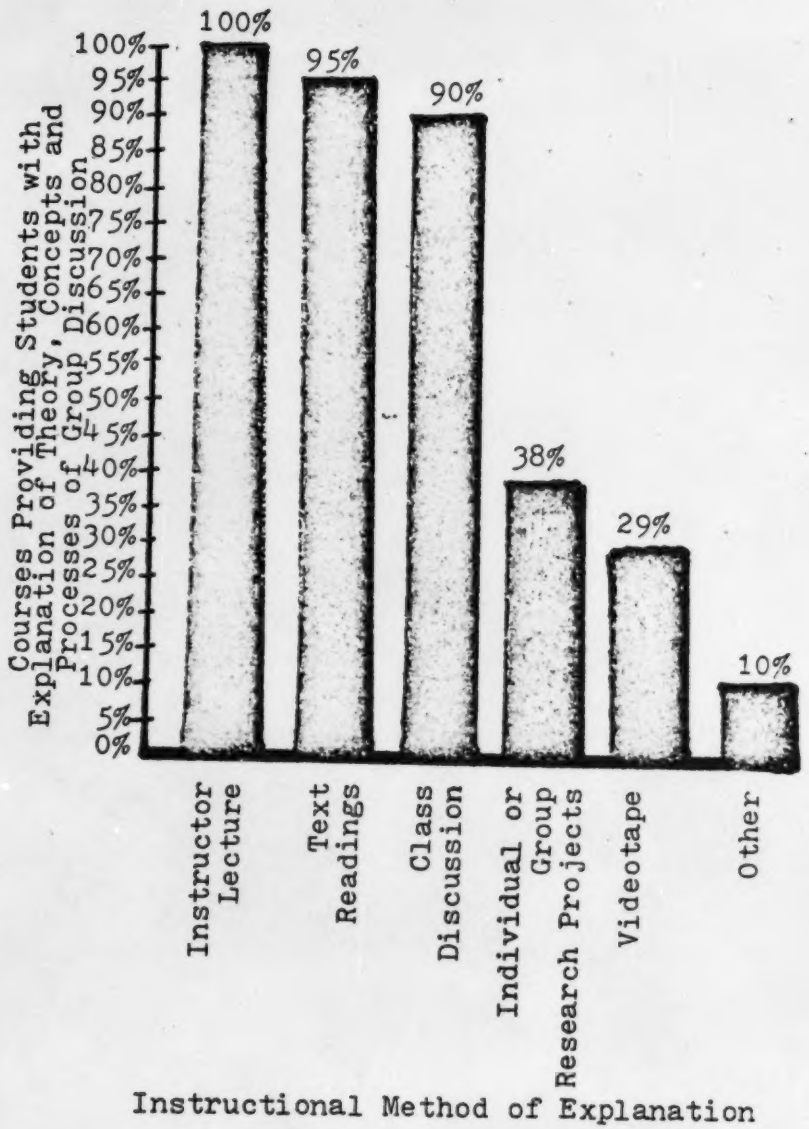


Figure 11. Percentage of Basic Courses Utilizing Instructional Methods to Provide Explanation of Theory, Concepts, and Processes of Small Group Discussion

Source: Group Discussion Survey questionnaire.

Fifteen instructors (71%) replied that they used the lecture method of instruction in the group discussion course less than 25% of the class time, while five instructors (24%) responded that they used it from 25 to 50% of the course time (See Figure 12. below for more specific information).

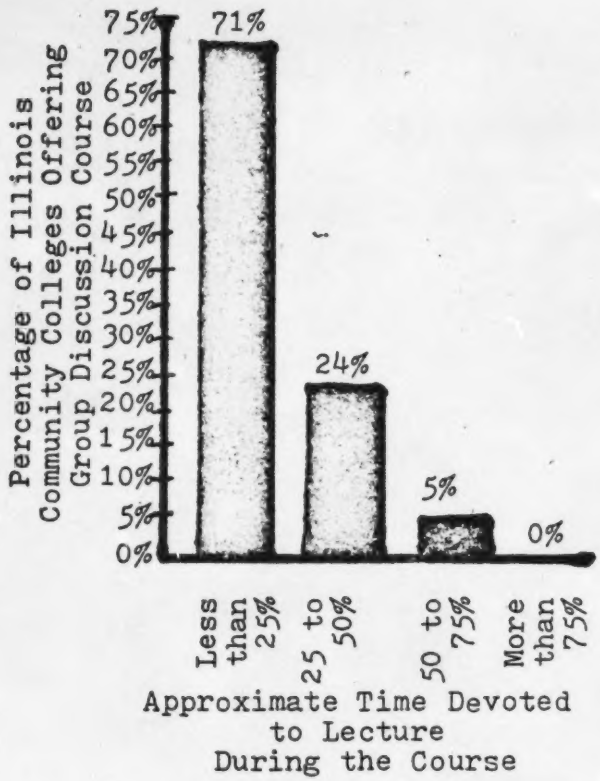


Figure 12. Percentage of Group Discussion Course Time Devoted to Instruction by Lecture

Source: Group Discussion Survey questionnaire.

Students observe, evaluate, and criticize their peers' class discussions in twenty group discussion courses (95%), while only one course (5%) does not afford students such an opportunity. In twenty courses (95%) the criticism is

provided through class discussions. Eleven instructors (52% of them) responded that students spend less than 25% of class time involved in these discussions (i.e., peer criticism), while seven instructors (33% of them) reported that their students spend from 25 to 50% of class time in such activities (See Figure 13., below, for more specific information). Only one instructor (5% of them) does not involve his/her students in peer criticism. He/she provides the sole criticism of class discussions.

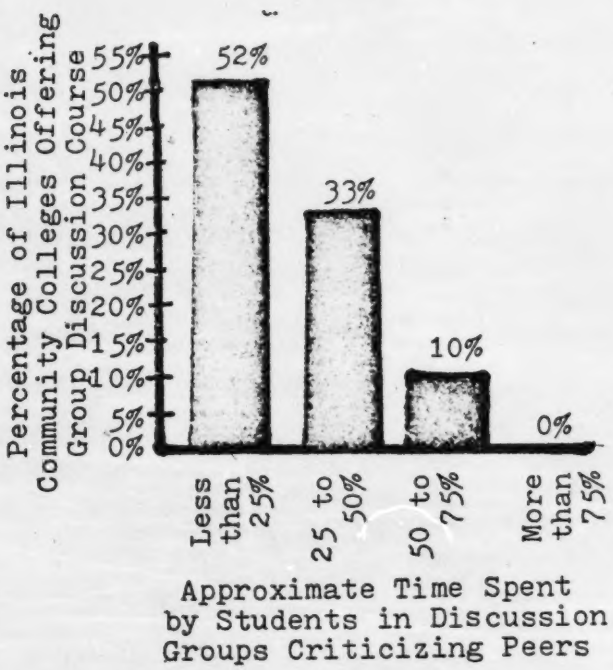


Figure 13. Percentage of Basic Course Time Students Spend in Discussion Groups Providing Peers with Criticism

Source: Group Discussion Survey questionnaire.

The methods of evaluation used to determine the final

student grades in the community college group discussion courses are widely distributed. However, written examinations and class discussions are utilized in nineteen courses (90%), while written reports or papers are used in fourteen (67%), and evaluation and criticism of peers' discussions are used in twelve courses (57%) (See Figure 14, below, for more specific information).

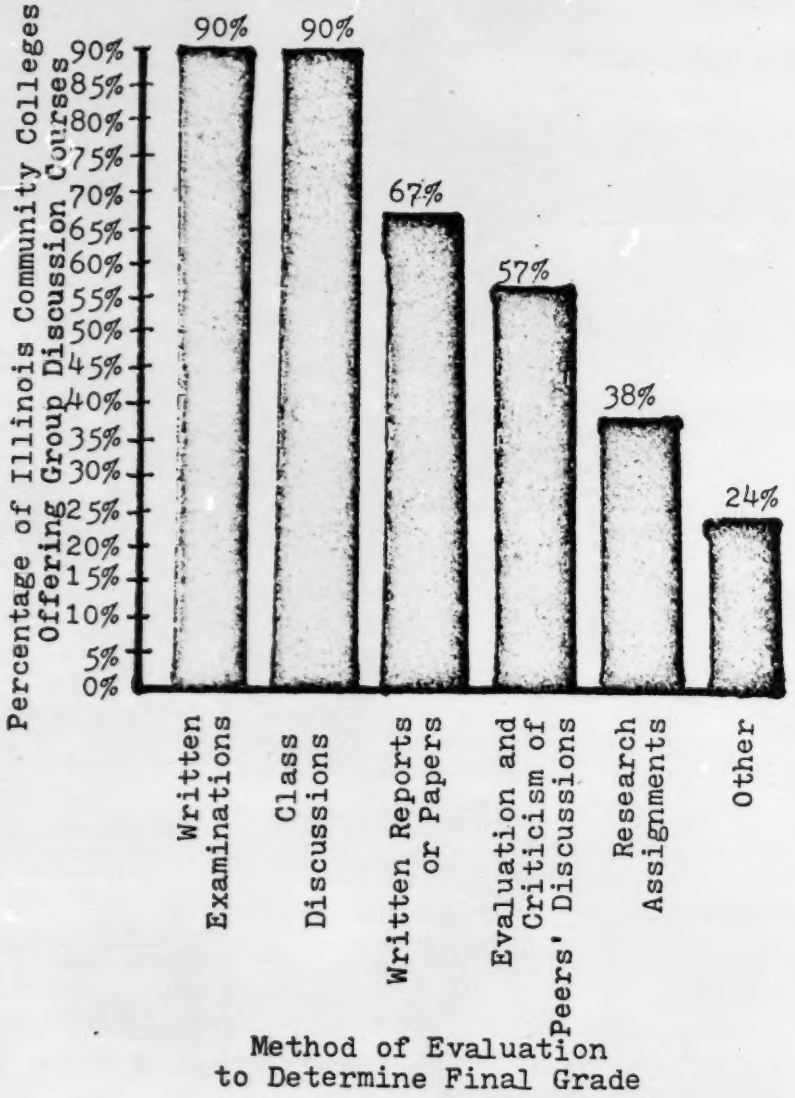


Figure 14. Percentage of Basic Courses Using Specific Methods of Evaluation to Determine Students' Final Grades

Source: Group Discussion Survey questionnaire.

PART III
CONCLUSION

Summary of the Study

A small majority of the community and junior colleges in Illinois responding to the survey (21 institutions or 52%) offer a course in small group discussion. Only one of the six private colleges responded as having such a basic course. Most of these discussion courses, in existence today, have been offered for more than four years. The increases in the basic courses offered have been slight and, for the most part, have not kept pace with the slowly, but steadily increasing, student enrollment.

The content of the group discussion course has, quite comprehensively, met the goals established by the Illinois community colleges through this study's compilation of course descriptions forming a working definition of the small group discussion course. However, the basic course remains deficient in its objective "to assist students, pragmatically, in social and occupational settings" by neglecting the Learning Orientation content area. These courses are offered, primarily, in the baccalaureate-oriented, transfer programs. Although, many two-year institutions list the course as available in transfer, vocational-occupational and general education programs.

Most group discussion course instructors identify themselves as experts in both speech communication and group discussion, and have been teaching the course for more than four years. The Borman (Effective Small Group Communication and Discussion: A Guide to Effective Practice), Brilhart (Effective Group Discussion), and the Patton and Giffin (Decision-Making Group Interaction) books were identified by the basic course instructors as the most popular textbooks. The vast majority of instructors reported using instructional aids (videotape, opaque projectors, etc.), in addition to the text and the use of instructor lecture. All instructors responded that students were provided with an explanation of the theory, concepts and processes of small group discussion during the basic course, as well as participating in discussions during class time. The vast majority of instructors noted that students observe, evaluate and criticize their peers' class discussions. Written examinations, class discussions, written reports, and student criticism of peers' discussions are the primary means of instructional evaluation used to determine final student grades.

Uniqueness of the Modern Community College as an Institution of Higher Education

The modern community college, through a complex process of historical development, has emerged as a highly unique, complete and comprehensive institution of higher education. The two-year institution of today is highly "community-centered" and offers a wide variety of educational experiences to all of its area constituents. James W. Thornton, Jr. has

organized the principles of the modern community-junior college into five areas of service:

(1) providing an "open door" admissions policy which guarantees the availability of higher education to all qualified students of all ages, social classes, and varying ability;
(2) offering a variety of curriculums (educational programs) to meet all educational needs--baccalaureate-transfer oriented, occupational-vocationally centered, developmental, and adult-continuing education and community-public service;
(3) providing counseling and guidance services to the students;
(4) establishing effective teaching as the primary function of the community college instructor; and
(5) encouraging high levels of achievement from all students.[4]

This very special "community-centered" approach to higher education places the modern community college in a unique position in higher education. It has an opportunity to provide a further service to its community-constituency. This service is, of course, not available to the average individual through most other sources of higher education. Since this average individual cannot usually afford the expense of senior institutions or qualify for their higher academic standards, he/she is without the benefits of higher education, unless he/she turns to the community college.

The Community College and Group Discussion Instruction and Curricula

With the clear-cut importance of group discussion skills in everyday life, the community college has a challenge to serve the public, still further. The goals established by the Illinois community colleges through this study's compilation of course descriptions into a working definition of a small group discussion course state an objective of

assisting "students, pragmatically, in social and occupational settings." This practical, "real world" approach to group discussion instruction is in line with the community college, "community-centered" philosophy of higher education.

More specifically, the community and junior colleges of Illinois must accept this challenge because they are the institutions that extend furthest into the community. These two-year colleges are the instruments via which higher education can reach the largest number of "common masses." This not only includes those individuals who choose higher education as a full time, four year degree option, but also those people who participate on a part time and full time basis in vocationally-centered, developmental, adult-continuing education, and public-community service educational programs. Al of these individuals deserve the opportunity to learn these group discussion skills.

With complaints of "educational waste" so common today, it is highly inconsistent for Illinois community and junior colleges not to offer the public additional and valuable services that produce no further financial burden. Instructors of speech communication are already employed by every Illinois community and junior college, and with their availability there is no reason that a course in small group discussion should not be offered on a regular, yearly basis in the speech curriculum. Small group discussion instruction and curricula should be available to every student enrolled in any educational program in Illinois community and junior colleges.

NOTES

[1]Illinois Community College Board. Public Community Colleges in Illinois (Springfield, IL: I.C.C.B., 1977), p. 2.

[2]Examination of ten current community college catalog course descriptions of the small group discussion course. See, for example: Parkland College Catalog, 1979-80; Lincoln Land Community College Catalog, 1979-80; Lake Land College Catalog, 1978-79; Kishwaukee College Catalog, 1979-81; Joliet Junior College Catalog, 1977-79; or Shawnee College Catalog, 1978-79.

[3]Illinois Community College Board. Public Community Colleges in Illinois (Springfield, IL: I.C.C.B., 1977), p. 2.

[4]James W. Thornton, Jr., The Community Junior College 3rd ed. (New York: John Wiley and Sons, 1972), p. 44.

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Thornton, Jr., James W. The Community Junior College. 3rd ed. New York: John Wiley and Sons, 1972.

APPENDIX A
LETTERS AND GROUP DISCUSSION SURVEY QUESTIONNAIRE SENT TO ALL ILLINOIS COMMUNITY AND JUNIOR COLLEGE SMALL GROUP DISCUSSION COURSE INSTRUCTORS

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Speech Communication
February 16, 1979

I am a graduate student in the Department of Speech Communication at Southern Illinois University at Carbondale. I am working on a research project, which will assess the status of small group discussion instruction and curricula in the community and junior colleges in the state of Illinois. This information is not currently available from any other source, and could have important consequences for both community colleges and universities in the state of Illinois. The results of this survey will have a direct bearing on the curricula of future communication education graduate programs and can help to insure university responsiveness to the instructional needs of Illinois two-year institutions of higher education.

Therefore, your assistance in obtaining this information by taking the five minutes necessary to complete the attached questionnaire will be greatly appreciated. If you are not the instructor of the course in small group discussion at your college, please forward this letter and questionnaire to the appropriate faculty member.

If you wish the results of this survey, please note that desire at the end of the questionnaire by checking the appropriate box. Also, include the name and the address of the faculty or administration member who is to receive the results.

Your prompt completion and return of the attached questionnaire, no later than March fifth, will greatly facilitate the progress of this research project. Please be certain to use the provided self-addressed, stamped envelope. Thank you for your participation in this research project.

Sincerely,

Frank E. Parcells

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Speech Communication
Group Discussion Project
March 29, 1979

You will recall that in February I forwarded to you a questionnaire concerning the status of small group discussion instruction and curricula at your institution. To date I have received responses from more than 55% of all Illinois community and junior colleges, both public and private. Naturally, I am pleased but not totally satisfied, because the nature of my survey will only have full impact if all or nearly all of the Illinois community and junior colleges return the instrument. With that in mind, may I ask a very special favor of you at this time? I have enclosed another copy of the group discussion survey and I wonder if you will take a few minutes out of your busy schedule to complete the questions. If you are not the instructor of the course in small group discussion at your college, please forward this letter and questionnaire to the appropriate faculty member. You may return the attached questionnaire in the enclosed, self-addressed and stamped envelope.

I am certain that you are aware that research of this type is non-existent in the state of Illinois at the community and junior college level. The results of this survey will have a direct bearing on the curricula of future communication education graduate programs and can help to insure university responsiveness to the instructional needs of Illinois two-year institutions of higher education.

If you wish the results of this survey, please note that desire at the end of the questionnaire by checking the appropriate box. Also, include the name and the address of the faculty or administration member who is to receive the results.

Your prompt completion and return of the attached questionnaire, no later than April thirteenth, will greatly facilitate the progress of this research project. Again, thank you for your time and interest.

Sincerely,

Frank E. Parcells

GROUP DISCUSSION SURVEY

Please answer the following questions about the small group discussion course offered at your community or junior college. Circle or fill in the appropriate answer for each question, unless otherwise directed.

1. Does your college currently offer a course in small group discussion?

   A. Yes B. No

   If you answered "no," please omit all of the other questions. However, your response is still important! Please return this questionnaire in the enclosed self-addressed, stamped envelope.

2. What department in your college is responsible for this course?

   A. Speech
   B. Speech Communication
   C. Communication (s)
   D. Psychology
   E. Other _____

3. What is the official title of this course, as listed in your current college catalog (i.e., Group Discussion, Small Group Discussion, etc.)?

   A. _____

4. Does your current college catalog description of the course vary from the course's actual content?

   A. Yes B. No

   If "yes," please provide an accurate description of the course below.

   A. _____

   _____

   _____

   _____

   _____

5. How long has this course been offered at your college?

   A. Less than 1 year C. 2 to 4 years
   B. 1 to 2 years D. More than 4 years

6. What is the course instructor's name?

   A. _____

7. How long has this instructor been teaching this course?

   A. Less than 1 year
   B. 1 to 2 years
   C. 2 to 4 years
   D. More than 4 years

8. What is the instructor's preparation for teaching this course? Please circle as many answers as apply.

   A. Expertise in speech communication
   B. Expertise in group discussion
   C. Expertise in psychology
   D. Expertise in English with some knowledge or coursework in group discussion
   E. Current faculty member with no formal training in group discussion, but special interest in the area
   F. Other _____

9. Is this course offered as part of a baccalaureate-oriented, vocationally-centered or general education program?

   A. Baccalaureate-oriented program
   B. Vocationally-centered program
   C. General education program
   D. Combined program of A, B & C
   E. Other _____

10. What text is used for this course?

   A. Halbert Gulley and Dale Leathers, Communication and Group Processes, 3'rd Edition
   B. David Potter and Martin Andersen, Discussion: A Guide to Effective Practice, 3'rd Edition
   C. Ernest Borman, Discussion and Group Methods, 3'rd Edition
   D. John Brilhart, Effective Group Discussion, 3'rd Edition
   E. R. Victor Harnack, Thorel Fest & Barbara Jones, Group Discussion: Theory and Technique, 2'nd Edition
   F. Other _____

   _____

   _____

11. Are other instructional aids used in this course?

   A. Yes B. No

If "yes," what other instructional aids are used? Please those which apply.

A. Videotape
B. Tape or casette recorder
C. Films, film strips or slides
D. Records
E. Overhead or opaque projector
F. Other _____

12. What are the content areas of small group discussion included in this course? Please circle all that apply.

A. Leadership
B. Parliamentary Procedure
C. Decision Making
D. Observation, Evaluation and Criticism
E. Problem-solving Techniques
F. Learning Orientations
G. Group Processes, Theory and Concepts
H. Organization of Information
I. Research
J. Other _____

_____

13. Do students in this course participate in class discussions?

A. Yes B. No

If "yes," what is the approximate amount of time that students spend in active class discussion during this course?

A. Less than 25%
B. 25 to 50%
C. 50 to 75%
D. More than 75%

14. Does this course provide its students with an explanation of the theory, concepts and processes of small group discussion?

A. Yes B. No

If "yes," how is this "explanation" provided to the students? Please circle those which apply.

A. Text readings
B. Lecture by instructor
C. Individual or group research projects
D. Class discussion
E. Videotape
F. Other _____

_____

_____

Answer this question only if you circled "B. Lecture by instructor." What is the approximate amount of time devoted to lecture during this course?

A. Less than 25%
B. 25 to 50%
C. 50 to 75%
D. More than 75%

15. Do students observe, evaluate and criticize their peers' class discussions?

A. Yes B. No

If "yes," is criticism provided through class discussion groups?

A. Yes B. No

If "yes," what is the approximate amount of time that students spend in the activity during the course?

A. Less than 25%
B. 25 to 50%
C. 50 to 75%
D. More than 75%

If "no," how is criticism provided?

A. _____

16. What means of evaluation are used in determining final student grades for this course. Please circle all areas that apply.

A. Written examinations
B. Class discussions
C. Written reports or papers
D. Research assignments
E. Evaluation and criticism of peers' discussions
F. Other _____

_____

If you desire a copy of the results of this study, please check this box. ☐ To whom and where are the results to be mailed?

Name: _____

College: _____

Address: _____

_____

City: _____ Zip: _____

Thank you for your participation in this survey!

APPENDIX B
GROUP DISCUSSION SURVEY QUESTIONNAIRE, QUESTION BY QUESTION, RESULTS

GROUP DISCUSSION SURVEY RESULTS

Forty of the fifty-five private and public, community and junior colleges in the state of Illinois responded for a 73% response rate. The community and junior colleges responded to each question as indicated by the number listed and, in parenthesis, the percentage each numerical response represents. The first percentage listed represents the percentage of the forty institutions responding, while the second represents the percentage of the twenty-one colleges responding as offering a course in small group discussion.

1. Does your college currently offer a course in small group discussion?

   A. Yes - 21 (52%)
   B. No - 19 (48%)

2. What department in your college is responsible for this course?

   A. Speech (or Speech Communication) - 11 (28%) (52%)
   B. Communication (s) - 4 (10%) (19%)
   C. Others - 4 (10%) (19%)
   D. English - 1 (3%) (5%)
   E. Humanities - 1 (3%) (5%)

3. What is the official title of this course, as listed in your current college catalog?

   A. Group Discussion - 13 (33%) (62%)
   B. Discussion - 2 (5%) (10%)
   C. Group Discussion and Conference Leadership - 2 (5%) (10%)
   D. Discussion and Debate - 1 (3%) (5%)
   E. Group Processes - 1 (3%) (5%)
   F. Introduction to Group Discussion - 1 (3%) (5%)
   G. Discussion and Group Conference - 1 (3%) (5%)

4. Does your current college catalog description of the course vary from the course's actual content?

   A. Yes - 5 (13% (24%)
   B. No - 16 (40%) (76%)

   If "yes," please provide an accurate description of the course below.

   A. Insufficient response

5. How long has this course been offered at your college?

   A. Less than 1 year - 0
   B. 1 to 2 years - 1 (3%) (5%)
   C. 2 to 4 years - 1 (3%) (5%)
   D. More than 4 years - 19 (48%) (90%)

6. See Appendix for complete listing of instructor's names, respective colleges, addresses, and telephone numbers.

7. How long has this instructor been teaching this course?

   A. Less than 1 year - 0
   B. 1 to 2 years - 2 (5%) (10%)
   C. 2 to 4 years - 4 (10%) (19%)
   D. More than 4 years - 15 (38%) (71%)

8. What is the instructor's preparation for teaching this course? Please circle as many answers as apply.

   A. Expertise in speech communication - 20 (50%) (95%)
   B. Expertise in group discussion - 16 (40%) (76%)
   C. Expertise in psychology - 4 (10%) (19%)
   D. Expertise in English with some knowledge or coursework in group discussion - 4 (10%) (19%)
   E. Current faculty member with no formal training in group discussion, but special interest in the area - 1 (3%) (5%)
   F. Other - 1 (3%) (5%)

9. Is this course offered as part of a baccalaureate-oriented, vocationally-centered or general education program?

   A. Baccalaureate-oriented program - 11 (28%) (52%)
   B. Combination of A, C & D - 9 (23%) (43%)
   C. Vocationally-centered program - 0
   D. General Education program - 5 (13%) (24%)

10. What text is used for this course?

   A. Ernest Borman and Nancy Borman, Effective Small Group Communication, 3rd Edition - 3 (8%) (14%)
   B. Ernest Borman, Discussion: A Guide to Effective Practice, 2nd Edition - 3 (8%) (14%)
   C. John Brilhart, Effective Group Discussion, 3rd Edition - 3 (8%) (14%)
   D. Bobby Patton and Kim Giffin, Decision-Making Group Interaction, 2nd Edition - 3 (8%) (14%)
   E. R. Victor Harnack, Thorel Fest & Barbara Jones, Group Discussion: Theory and Technique, 2nd Edition - 1 (3%) (5%)
   F. Halbert Gulley and Dale Leathers, Communication and Group Processes, 3rd Edition - 1 (3%) (5%)
   G. Others - 7 (18%) (33%)

11. Are other instructional aids used in this course?

A. Yes - 18 (45%) (86%)
B. No - 3 (8%) (14%)

If "yes," what other instructional aids are used? Please circle those which apply.

A. Videotape - 11 (28%) (52%)
B. Overhead or opaque projector - 11 (28%) (52%)
C. Films, film strips or slides - 8 (20%) (38%)
D. Tape or casette recorder - 7 (18%) (33%)
E. Records - 2 (5%) (10%)
F. Other - 2 (5%) (10%)

12. What are the content areas of small group discussion included in this course? Please circle all that apply.

A. Problem-solving Techniques - 21 (53%) (100%)
B. Leadership - 20 (50%) (95%)
C. Decision Making - 20 (50%) (95%)
D. Group Processes, Theory and Concepts - 19 (48%) (90%)
E. Observation, Evaluation and Criticism - 19 (48%) (90%)
F. Research - 12 (30%) (57%)
G. Organization of Information - 10 (25%) (48%)
H. Learning Orientations - 5 (13%) (24%)
I. Parliamentary Procedure - 2 (5%) (10%)
J. Other - 5 (13%) (24%)

13. Do students in this course participate in class discussions?

A. Yes - 21 (53%) (100%)
B. No - 0

If "yes," what is the approximate amount of time that students spend in active class discussion during this course?

A. 50 to 75% - 12 (30%) (57%)
B. 25 to 50% - 7 (18%) (33%)
C. More than 75% - 2 (5%) (10%)
D. Less than 25% -0

14. Does this course provide its students with an explanation of theory, concepts and processes of small group discussion?

A. Yes - 21 (53%) (100%)
B. No - 0

If "yes," how is this "explanation" provided to the students? Please circle those which apply.

A. Lecture by instructor - 21 (53%) (100%)
B. Text readings - 20 (50%) (95%)
C. Class discussion - 19 (48%) (90%)
D. Individual or group research projects - 8 (20%) (38%)
E. Videotape - 6 (15%) (29%)
F. Other - 2 (5%) (10%)

Answer this question only if your circled "B. Lecture by instructor." What is the approximate amount of time devoted to lecture during this course?

A. Less than 25% - 15 (38%) (71%)
B. 25 to 50% - 5 (13%) (24%)
C. 50 to 75% - 1 (3%) (5%)
D. More than 75% - 0

15. Do students observe, evaluate and criticize their peers' class discussions?

A. Yes - 20 (50%) (95%)
B. No - 1 (3%) (5%)

If "yes," is criticism provided through class discussion groups?

A. Yes - 20 (50%) (95%)
B. No - 1 (3%) (5%)

If "yes," what is the approximate amount of time that students spend in the activity during the course?

A. Less than 25% - 11 (28%) (52%)
B. 25 to 50% - 7 (18%) (33%)
C. 50 to 75% - 2 (5%) (10%)
D. More than 75% - 0

If "no," how is criticism provided?

A. Instructor - 1 (3%) (5%)

16. What means of evaluation are used in determining final student grades for this course? Please circle all areas that apply.

A. Written examinations - 19 (48%) (90%)
B. Class discussions - 19 (48%) (90%)
C. Written reports or papers - 14 (35%) (67%)
D. Evaluation and criticism of peers' discussions - 12 (30%) (57%)
E. Research assignments - 8 (20%) (38%)
F. Other - 5 (13%) (24%)

APPENDIX C
PUBLIC AND PRIVATE ILLINOIS COMMUNITY AND JUNIOR COLLEGES SURVEYED

ILLINOIS TWO-YEAR INSTITUTIONS SURVEYED

1. Belleville Area College*
   2500 Carlyle Road
   Belleville, IL 62221

2. Black Hawk College,*
   Quad Cities Campus
   6600 34th Avenue
   Moline, IL 61265

3. Black Hawk College,
   Kewanee Campus
   P.O. Box 489
   Kewanee, IL 61443

4. Central YMCA Community College
   211 W. Wacker Drive
   Chicago, IL 60606
   (private school)

   City Colleges of Chicago

5. Chicago City-Wide College
   209 North Michigan Avenue
   Chicago, IL 60601

6. Richard J. Daley College
   7500 S. Pulaski Road
   Chicago, IL 60652

7. Kennedy-King College*
   6800 S. Wentworth Avenue
   Chicago, IL 60621

8. Loop College
   64 E. Lake Street
   Chicago, IL 60601

9. Malcolm X College
   1900 W. Van Buren Street
   Chicago, IL 60612

10. Olive-Harvey College
    10001 S. Woodlawn Avenue
    Chicago, IL 60628

11. Harry S. Truman College*
    1145 W. Wilson Avenue
    Chicago, IL 60640

12. Wilbur Wright College
    3400 N. Austin Avenue
    Chicago, IL 60634

13. Danville Junior College*
    2000 E. Main Street
    Danville, IL 61832

14. College of DuPage*
    Lambert & 22nd Streets
    Glen Ellyn, IL 60137

15. Elgin Community College
    1700 Spartan Drive
    Elgin, IL 60120

16. Felician College*
    300 N. Peterson Avenue
    Chicago, IL 60659
    (private school)

17. William Rainey Harper College*
    Algonquin & Roselle Roads
    Palatine, IL 60067

18. Highland Community College*
    Pearl City Road
    Freeport, IL 61032

19. Illinois Central College
    P.O. Box 2400
    East Peoria, IL 61611

    Illinois Eastern Community Colleges

20. Lincoln Trail College*
    R.R. 3
    Robinson, IL 62454

21. Olney Central College*
    305 N. West Street
    Olney, IL 62450

22. Wabash Valley College*
    2200 College Drive
    Mt. Carmel, IL 62863

23. Illinois Valley Community College*
R.R. 1
Oglesby, IL 61348

24. Joliet Junior College*
1216 Houbolt Avenue
Joliet, IL 60436

25. Kankakee Community College*
Box 888
Kankakee, IL 60901

26. Kishwaukee College*
Alt & Malta Roads
Malta, IL 60150

27. College of Lake County*
19351 W. Washington St.
Grayslake, IL 60030

28. Lake Land College*
South Route 45
Mattoon, IL 61938

29. Lewis & Clark Community College*
5800 Godfrey Road
Godfrey, IL 62035

30. Lincoln Land Community College*
Shepherd Road
Springfield, IL 62708

31. John A. Logan College
Route 2
Carterville, IL 62918

32. Lincoln College*
Lincoln, IL 62656
(private school)

33. MacCormac College*
327 S. LaSalle Street
Chicago, IL 60604
(private school)

34. Mallinckrodt College
1041 Ridge Road
Wilmette, IL 60091
(private school)

35. McHenry County College*
Route 14
Crystal Lake, IL 60014

36. Moraine Valley Community College
10900 S. 88th Street
Palos Hills, IL 60465

37. Morton College
3801 S. Central Avenue
Cicero, IL 60650

38. Oakton Community College
7900 N. Nagle Avenue
Morton Grove, IL 60053

39. Parkland College*
2400 W. Bradley Avenue
Champaign, IL 61820

40. Prairie State College
197th & Halsted Streets
Chicago Heights, IL 60411

41. Rend Lake College*
R.F.D. 1
Ina, IL 62846

42. Richland Community College*
100 N. Water Street
Decatur, IL 62523

43. Rock Valley College*
3301 N. Mulford Road
Rockford, IL 61101

44. Carl Sandburg College*
P.O. Box 1407
Galesburg, IL 61401

45. Sauk Valley College
Route 1
Dixon, IL 61021

46. Shawnee College*
Shawnee College Road
Ullin, IL 62992

47. Southeastern Illinois College
R.R. 4
Harrisburg, IL 62946

48. Spoon River College*
R.R. 1
Canton, IL 61520

49. Springfield College in Illinois
1500 N. 5th Street
Springfield, IL 62702
(private school)

50. State Community College of
East St. Louis*
417 Missouri Avenue
East St. Louis, IL 62201

51. Thornton Community College*
15800 S. State Street
South Holland, IL 60473

52. Triton College*
2000 5th Avenue
River Grove, IL 60171

53. Waubonsee Community College*
Route 47 & Harter Road
Sugar Grove, IL 60554

54. John Wood Community College*
1919 North 18th
Quincy, IL 62301

55. Kaskaskia College*
Shattuc Road
Centralia, IL 62801

*Represents two-year institutions responding to the Group Discussion Survey questionnaire. Although forty colleges responded to the instrument, some did not identify their college by name. This accounts for the discrepency.

APPENDIX D
ILLINOIS COMMUNITY COLLEGE SMALL GROUP DISCUSSION INSTRUCTORS

Illinois Community College Small Group Discussion Course Instructors

1. Paul Batty,
Parkland College
2400 W. Bradley Avenue
Champaign, IL 61820
(217) 351-2200

2. Sheri Cohen/Ron Van Doren
Triton College
2000 Fifth Avenue
River Grove, IL 60171
(312) 456-0300

3. Jim Collie/Sally Hadley
College of DuPage
Lambert Road & 22nd St.
Glen Ellyn, IL 60137
(312) 858-2800

4. Carol Diekhoff
State Community College
of East St. Louis
417 Missouri Avenue
East St. Louis, IL 62201
(618) 875-9100

5. Concetta R. DiLillo
Lincoln College
300 Keokuk
Lincoln, IL 62656
(217) 732-3155

6. Sharon Fabert
Lake Land College
South Route 45
Mattoon, IL 61938
(217) 235-3131

7. Russell E. Hamm
College of Lake County
19351 W. Washington St.
Grayslake, IL 60030
(312) 223-6601

8. Robert L. Haney
Olney Central College
305 N. West Street
Oleny, IL 62450
(618) 395-4351

9. Phyllis Holstein
Lincoln Land Community College
Shepherd Road
Springfield, IL 62708
(217) 786-2200

10. D.K. Klein
Kaskaskia College
Shattuc Road
Centralia, IL 62801
(618) 532-1981

11. John B. Shelton
Shawnee College
Shawnee College Road
Ullin, IL 62992
(618) 634-2242

12. Jan Sprague
Waubonsee Community College
Route 47 and Harter Road
Sugar Grove, IL 60554
(312) 456-0300

13. Barbara Stover
Danville Junior College
2000 E. Main Street
Danville, IL 61832
(217) 443-1811

14. Michael Von Strien
Richland Community College
100 N. Water Street
Decatur, IL 62523
(217) 424-7200

15. Suzanne J. Vadasz
McHenry County College
Route 14
Crystal Lake, IL 60014
(815) 455-3700

16. Alan W. Wenzel
Highland Community College
Pearl City Road
Freeport, IL 61032
(815) 235-6121

17. Wolford
Joliet Junior College
1216 Houbolt Avenue
Joliet, IL 60436
(815) 224-6011

18. Gary Woodhouse
Kishwaukee College
Alt and Malta Roads
Malta, IL 60150
(815) 825-2086